

U.S. Extension Service, Labor Utilization Division.
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UNITED STATES DEPARTMENT OF AGRICULTURE
EXTENSION SERVICE
Washington 25, D. C.

1/ ASSISTANCE GIVEN BY THE FEDERAL EXTENSION STAFF
TO THE STATES IN CONDUCTING JOB TRAINING COURSES,
1943-47 1/

On February 1, 1944, Director M. L. Wilson announced to the State extension directors that we were in a position to give them assistance in conducting 10-hour courses in job methods, job instruction, and job relations training. The Labor Utilization Division was asked to guide the activity as a whole with the Federal Extension staff, in cooperation with all divisions responsible for the supervisory, training, and subject-matter functions of our work.

The emphasis in this project was on "work improvement." The principles brought out in the training courses were not new to many extension workers. The way in which they were organized, however, made them ideal for our use as practical refresher courses. They were designed for busy people who must get much of their professional improvement "on the job."

As indicated in Director Wilson's letter to the States, the application of these courses to extension work was immediately recognized.

"We have a larger than usual turn-over of personnel, which means a constant breaking in of new employees. We have a bigger job to be done with a smaller staff to do it, which means improving our way of doing each job. There is greater stress and strain on everybody, which means more problems in human relations. We are working with a larger number of local leaders, which means more people to train and assist."

In reading this report it should be kept in mind that it covers only the special assignment pertaining to the three job training courses--JMT, JIT, JRT. The work included making arrangements for the courses, furnishing materials to instructors, keeping records of those trained, and serving as liaison with the Office of Personnel on the Department's work-improvement program. The job training courses fit in with and supplement the other training services of the Federal staff, but should not be confused with the broader, long-time programs of the various divisions.

1/ Prepared by Labor Utilization Division.

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Courses Given by the Federal Staff

Several persons on the Federal Extension staff took the training institutes and qualified themselves for giving the 10-hour courses. During the 5-year period 1943-47, representatives from the Federal office conducted 63 appreciation sessions, 111 ten-hour courses, and 11 institutes (table 1). A total of 1,349 persons were certified as satisfactorily completing the 10-hour courses and 147 persons were certified as trainers upon completion of JMT institutes.

Table 1.--Number of job training courses conducted by the Federal extension staff, 1943-47 (by instructors)

Instructor	Job methods			Job instruction		Job relations	
	Appr.	10-hr.	Inst.	Appr.	10-hr.	Appr.	10-hr.
Collings, Mary L.	4	22					
Gallup, Gladys				5	28		
Jones, R. C.				3	10		
Knaus, Karl						3	4
Lynde, Lydia					3	1	
Reese, Madge J.						5	
Rokahr, Mary	3	10					
Shinn, E. H.	1	2					
Vaughan, L. M.	12	2		3	3	1	4
Warner, K. F.				16	19		
Welch, C. Herman, Jr.	6	4	11				
Totals	26	40	11	27	63	10	8

NOTE: Appr. = Appreciation session; 10-hr. = 10-hour course;
Inst. = Institute.

Assistance was given to 42 States, Puerto Rico, and Hawaii. Most of the courses were confined to members of the State staff. However, in several States training was also given to county personnel by a representative from the Federal staff. This is indicated by the number of courses given (table 2).

Table 2.--Number of job training courses conducted by the Federal Extension staff, 1943-47 (by States)

State	Job methods			Job instruction		Job relations	
	Appr.	10-hr.	Inst.	Appr.	10-hr.	Appr.	10-hr.
Connecticut	1		1		1		
Maryland				1	1		
Massachusetts	2			1			
New Hampshire	3	1	1		1		
New Jersey		1	2	1	1		1
Pennsylvania				7	1		
Rhode Island		1					
Vermont		1			2		
West Virginia	3	2			7		
	9	6	4	10	14	0	1
Illinois		8					
Indiana	1		1	1			
Iowa		1					1
Kansas			1	1			1
Michigan	1			2	3		
Minnesota			1				
Missouri			1				
Nebraska		1		2			1
North Dakota						1	
Ohio						1	1
South Dakota		1					1
Wisconsin		1					
	2	12	4	6	3	2	5
Alabama	1	1					
Arkansas		1					
Florida					5		
Georgia		1		1	1		1
Kentucky		7		1	8		
Louisiana	1						
Mississippi		1			1		1
North Carolina		1					
South Carolina		1			1		
Tennessee			1				
Texas			1		4		
Virginia	2	3		2	1		
	4	16	2	4	21	0	2
Colorado		2			1		
Idaho	2				1	1	
Montana			1		1		
Nevada					1		
New Mexico					1		
Oregon	4	1			1		
Utah		1			3	2	
Washington	2			1	1	1	
Wyoming						1	
	8	4	1	1	10	5	0
Washington, D. C.	3	2		6	6	3	
Hawaii					3		
Puerto Rico					6		
United States total	26	40	11	27	63	10	8

Training Institutes

The purpose of a 10-hour course is to improve the work of those taking it and to encourage at least some members of each group to prepare themselves for giving similar instruction to others. Special preparation, in the form of an institute, is essential for conducting the 10-hour courses. In general, it was our policy to assist the States in getting the necessary ~~institute~~^{other} training from/ available sources, rather than to give it ourselves.

In the beginning a number of the States turned to the regional offices of Training within Industry of the War Manpower Commission for assistance, and in most cases got the help they requested. No attempt has been made to obtain information from the States on the number of instructors trained in this way. However, we know that it has been substantial in several States, particularly those served by the Minneapolis office. Assistance from T. W. I. was always limited because their facilities were pledged to serve industry first.

The Civil Service Commission conducted institutes in Washington, D. C. Most of the Federal staff received their training from this source, and several of the nearby States sent in representatives. The Civil Service Commission also expanded its service to include training in the field, and some of the States took advantage of the assistance given by the 13 regional training consultants.

When the Office of Personnel of the Department of Agriculture began conducting regional institutes in the field we informed the States of this new source for receiving help. In the series of institutes held by the Office of Personnel 19 persons from the extension staffs of 11 States received the training and qualified as instructors. The State attendance was confined largely to the States where the regional institutes were held.

As indicated earlier, we did not attempt to give institute training ourselves. Usually the number in a State wanting such training at a particular time made it more desirable for them to join with other agencies in an institute scheduled by the Civil Service Commission or the Office of Personnel. However, an institute in JMT was conducted in New Jersey for 10 home demonstration agents in preparation for giving 10-hour courses to farm women. This was later followed by a special series of seven regional institutes conducted by C. Herman Welch, Jr., and Doris Anderson, from New Jersey. Twenty-two States sent 106 representatives to these institutes. An interest was developed, and enough persons trained to greatly expand State extension activities in better work methods on the farm and in the home.

Special Applications

One of the real contributions of these training courses is in the variety of uses that can be made of the principles that they teach. Several applications have already been made and specific programs worked out, based on the training courses.

Farm labor. As a part of the program for a better utilization of farm labor considerable emphasis has been placed on training inexperienced farm workers. A special card was developed by A. S. A. E. applying JIT to this purpose. Extension Service Circular 405 explains the need for this training and outlines a procedure to follow. A short manual on JIT has been prepared

as an aid in putting on a meeting with farm people. Many special training leaflets applying JIT principles to farm job instruction have been developed in the States.

JMT has the same application to improving work methods on the farm as JIT has to teaching farm jobs, but as yet its application has been largely indirect. Principles were taught in connection with a discussion of labor-saving short cuts and at the labor-saving shows. JRT was also tried with farm groups to help them do a better job of handling their various job relations problems with farm labor. Parts taken from all three of these courses are being put together into 1-day meetings with farmers under the general theme of farm labor management.

Household tasks. The application of JMT to simplifying household tasks has served from the start as a worth-while activity in supplementing what was already going on in that phase of home management work. The shortage of help and the desire of homemakers to do more outside the home, either in farm work or other war work, made this application particularly timely. Many of the 10-hour courses given in JMT have been directed toward helping home demonstration workers prepare for meetings with farm women.

Subject-matter demonstrations. "The purpose of a demonstration is to present an improved practice in an interesting, convincing way so that people will appreciate its desirability and its practical application to their situation." This quotation was taken from "Demonstrations--A Teaching Tool (265-44)" prepared by a committee of the Federal extension staff for U. N. R. R. A. It is an excellent example of how the JIT principles of "How To Get Ready To Instruct" and "How To Instruct" can be applied to extension work. Specialists and county agents have responded readily to the help they have received from JIT courses.

Office arrangement and work methods. An application of JMT that is picked up readily by agents and supervisors is that of developing more efficient work methods by all members of an office staff. Programs along this line are being expanded, and the four-step procedure brought out in JMT serves to tie the interest down to something tangible, and makes it possible to leave people with a procedure that they can use on any office job.

Personnel problems. Many of the recent requests for assistance from the States have come from the supervisory staffs for JRT. How to get and keep good relations with people you work with has always been something to which considerable thought and training has been given. A review of the foundations for good relations, how to handle the everyday problems that come up, and practice in thinking through specific cases together, are of value to all persons who "get work done through others." Nothing has been done yet to adapt the regular JRT manual to extension work, except as it has been done personally by those giving courses.

Counseling. The procedure used in JRT in handling problems of our own is excellent training in how to help others think through their problems. Several States have commented on the need for training of this kind in preparation for the heavier load on all county agents in connection with the problems they are being asked to advise on by returning servicemen and war workers.

An adaptation of the work sheet used in JRT has been made to better fit the group analysis of problems and situations involving family relations (Federal Extension Service 713-44).

Youth development. Usually in connection with training work we are thinking in terms of some specific use that a person can make of it. This thinking is often carried to the point where we overlook what it does to the individual, irrespective of how he uses it. That would be particularly true in its application to 4-H and older youth.

Several States have been developing projects in "improved work methods" which are based on the JMT four-step procedure. This procedure has been introduced into the national rural electrification contest, and is commonly known as the 4-H Better Methods Project.

There is something of value in the ideas and procedure contained in all three courses that can be selected and applied to young people for no other purpose than that of equipping them to cope better with the situations of later life.

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The foregoing applications have been reviewed briefly to show some of the things on which those taking the job training courses have been placing their emphasis. It further illustrates that the basic purpose of these courses is to improve a person's skill--whether that be in teaching a job, in finding a better way to do a job, or in handling a problem with people on a job.